

Illustration of a Monitorial School
organised on the Lancaster System.

A Telegraph Board can be seen in
the background. The William

Davison School had one of these.

and twenty children in the Parish of Broadwater were registered at the various National Schools. As well as the National Schools there were various Dame and Private Schools in Worthing⁽¹⁵⁾ As there were probably only about nine-hundred children under the age of ten in the Parish, the number of school age children receiving education was well in excess of the national figure.⁽¹¹⁾ Indeed, Davison states in his reply to the Committee on Education that "in general parents avail themselves of the advantages offered them". The Committee found that throughout the Country a 'very great deficiency exists'. Nevertheless it was to be many years before the State did anything to remedy this situation. When they did do so in 1833 by deciding that annual grants of £20,000 should be paid to denominational schools, it is likely that much of this money went to areas already reasonably provided for. The Worthing Boys' School received £100. of this first State provision. (16)

From 1818 to 1850 the number of pupils at the Boys' School seems to have remained fairly constant. Those of the Infant School increased. But numbers at the Girls' School decreased during the 1830's and 1840's. (17) Several other Boys' and Girls' schools were opened after 1818, but no other Infant School, which probably explains the rise in their numbers. The Boys' School numbers were near to the maximum for the size of the building. So the growing number of school age boys in the expanding

(1) The figure of 920 is based on the 1821 National Census figure, which is detailed in the Chapel of Ease Offertory Book in various age groups. i.e. 0-5. 5 - 10 etc. The national average figure for those attending school has been estimated as low as 1:16 to 1:4 of those of school age. (18)

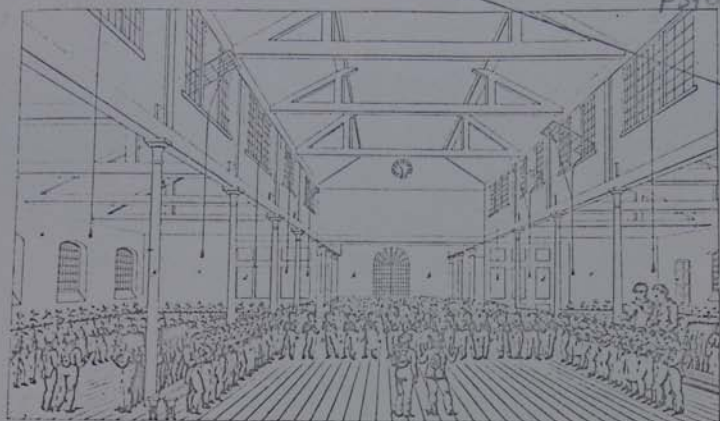


Plate 122 London, Central School of the National Society, Baldwin's Gardens, early nineteenth century

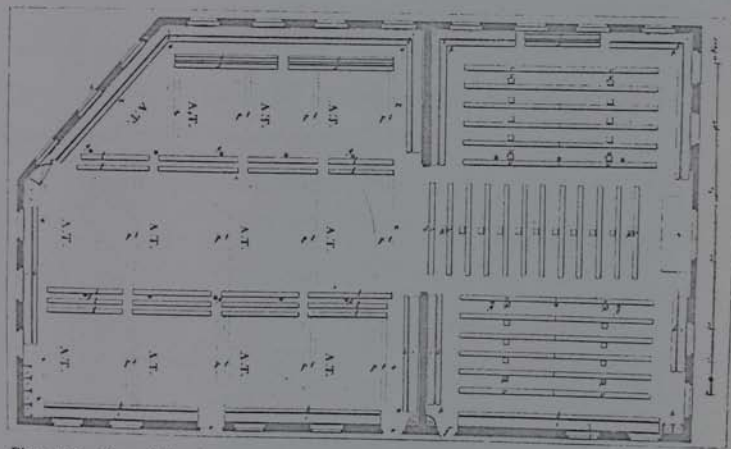


Plate 123 Plan of the above

Illustration and plan of Schoolroom organised on
the Bell system.

resort of Worthing must have been accommodated in the other schools. Why the numbers attending the Girls' School decreases is not clear. It may be that parents merely preferred other schools now there was a choice. However, this did not effect the Boys' School, under virtually the same management. The decrease in numbers appears to occur shortly after the introduction of weekly payments by pupils. It is not known exactly in what years these were introduced, but they had been established by the 1830's. (18) The fall in the numbers at the Girls' School may therefore have been a reflection of the idea that the education of girls was not so important as that of boys, especially if one had to pay. On the other hand it may merely have been a response to their growing economic importance as domestic labour for the expanding boarding house trade.

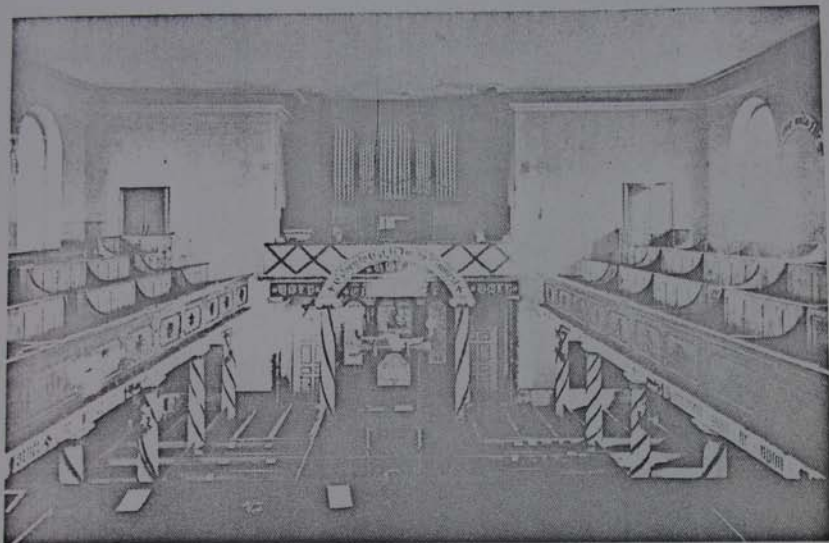
With regard to the introduction of fees. In the mid-1820's the income for the schools from the collections at the Chapel of Ease dropped dramatically. This co-incides with the ending of the tradition of having titled persons holding the collecting plates. From an average of £50. per collection, it dropped to £7. or £8. (19) Whether or not this influenced the Committee who ran the Schools to introduce fees it is not known, but a weekly charge of 2d. began to be made sometime between 1825-1832. This charge also brought the Schools into line with the National Society Recommendations, which stated that the poor "would set a higher value on instruction imparted to them, than they probably would if they were indebted to the

bounty of others for their education ..".

The nineteenth century middle class attitude to the importance of money, and their efforts to inculcate the 'lower orders' with these attitudes is also reflected in the establishment of a Savings Bank at the School. This was in 1832. (20) It was hoped the children would make small weekly deposits in the Bank and it would encourage "thrift" and "be of inestimable benefit to those who use it". (21)

Also about this time, much concern was being shown nationally regarding the quality of teaching in the monitorial schools. Few teachers had any sort of training, many were scarcely literate themselves. The National Society had considered establishing a teacher training course but abandoned it because of the expense. Another problem was that ^{once} a person had acquired those skills of reading, writing and ciphering that every schoolmaster needed, he could obtain a more congenial and better paid post outside the classroom. It was estimated that if competently trained men were to be kept in the classroom teachers had to be paid at least £100 a year in London. As the average schoolmaster earned £35 - £55. the gap was considerable. Notwithstanding these difficulties several Colleges were started in the 1830's, the most famous being at Battersea. In 1841 the Bishop Otter was founded at Chichester. It was to be some years before Worthing was to engage a College trained teacher, but they did at least employ a new master who had some experience in the field and was 'highly recommended'. Judging by the long circulars he sent to the parents, he was also very lit-

erate. (1)
(1) See appendix. C



Interior of the Chapel of Ease as it was in
1818 (minus the gas lamps). The galleries
where the children attending the Free Schools
sat can be seen at either side.

(from: St. Pauls Church Chapel Road,
Jefferson)

In spite of the fact that by the 1830's most people in Worthing had probably received some kind of education, it was still very elementary. Few people would have had the opportunity to learn anything beyond the three R's. The need to provide something more was again seen by William Davison, and in 1838 he was instrumental in the setting up of the Worthing Institute. This afforded the town with a reference library, reading rooms, and a museum. Its members assembled weekly for debates, lectures and concerts. The syllabus included law, the new sciences such as the study of gases and paleontology. The Institute was set up on the lines of the Mechanics Institutes, which were springing up all over England at that time. From its syllabus it would seem fairly typical. Unfortunately it was only to be in existence about eleven years, but it is important as another example of the educational work of William Davison. The Institute was his last educational venture in Worthing for he was now quite elderly and often not well. The last record we have of his activities in connection with his schools is when he went on a day trip to the Great Exhibition in London in 1851 with a party of children. (22) Even this event marks a 'first' for him. Worthing National Schools were the first schools from outside London to attend the exhibition. To mark the occasion special officials guided them around the great hall. To take nearly a hundred children by train, paddle steamer /

and foot to Hyde Park and back must have taken some organising. Every child was provided with a packed lunch and some money for spending.

The Reverend Davison had risen from his sick bed to go with the children for he was "anxious for the safety in so novel circumstances". A few months later he died. The schoolchildren wore mourning bands. In recognition of his services to education in the town the Infant School in Chapel Road was rebuilt and renamed the William Davison School.

His career in Worthing had spanned a time of educational growth and innovation. When he came to the town monitorial schools were in their infancy, Infant Schools were unknown. Schools for Adults were equally unthought of. All these things he was to bring to Worthing.

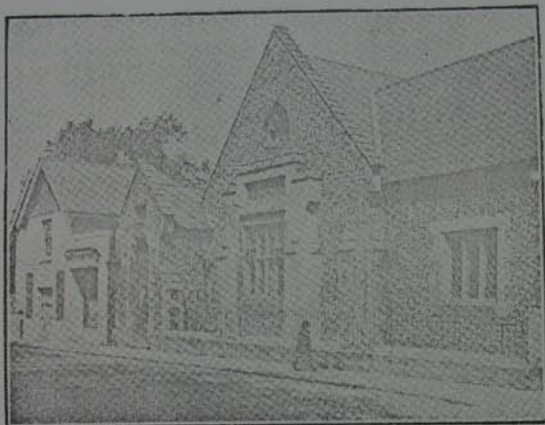
Unfortunately we have no record of his personal writings or philosophy. We can only judge by his record that he must have been a man of liberal thought and concern for others. Throughout England at this time many educational establishments were founded, but often their purpose was not to help the poor achieve social mobility but to preserve the status quo. Even the training of teachers had been attacked because it was thought it may 'raise up' the lower orders. Mechanics Institutes were regarded with suspicion by many of the Middle Class because it was thought they may give the lower classes 'ideas above their station', or worse still it may give them an education better than their own, thus enabling them to compete for jobs.

William Davison however did not suffer from these fears and prejudices, he was one of that enlightened section of the

To
The Rev. WILLIAM DAVISON, M.A.,
Chaplain of this Chapel,
this tablet, with the altar piece,
is erected by public subscription,
as a memorial
of the undeviating principle, unaffected piety,
and untiring zeal with which
he fulfilled his duties,
whether as minister, counsellor, or friend.
To him
the National Schools of this town are indebted
for their foundation and success,
and to them he may be said to have devoted himself
even unto death.
Actively benevolent,
with unsparing hand,
yet with excellent discretion and sound judgement,
he widely dispensed his charities,
so that,
"When the ear heard him, it blessed him, and when the eye saw him,
it bare witness to him: because he delivered the poor that cried, and
the fatherless, and him that had none to help him; and he caused the
widow's heart to sing for joy."
An accomplished scholar and gentleman,
he was ever ready to encourage and promote the advancement of
learning and science;
he greatly contributed to the establishment of the Worthing Institution
(of which he was President),
and Members desire to commemorate their lasting gratitude for
his valuable services by joining
in this tribute to his memory.
He was born at Morpeth, 12th June, 1770,
died 26th April, 1852,
and is buried in the parish church, at Broadwater.

Memorial to William Davison erected
in the Chapel of Ease.

middle class to whom education of the people meant progress and not revolution. Several pupils at his various Worthing schools did rise to considerable eminence in the town. One became Town Clerk, and many businesses still flourishing bear the names of former pupils. Perhaps these successes are his most fitting memorial.



(the Worthing Herald)

The Davison Infant School, Chapel Road.

Chapter 3Davison Infant and Girls School. 1851-1874

In the late 1840's and the early 1850's, the various National and Infant Schools in Worthing suffered greatly from lack of funds. The Infant School in Chapel Road seems to have been particularly hard hit. Many children often did not pay their 'weekly pence' and perhaps the death of several of its mistresses left it disorganised.(1) Moreover, throughout the Country schools were still being attacked by educationalists for their want of trained teachers and Infant Schools in particular for their lack of understanding of the small child. They were criticised too for their work being too mechanical, having too much drill and rote-work and for treating the child more like a machine than as a thinking humanbeing. These methods were the development of the 'simultaneous teaching' described in the previous chapter. Out of the criticism of these methods a new Infant School Movement grew up with its emphasis on 'the child himself, his natural development and his natural activity.'(2) Many of these ideas had originated on the Continent with the work of Froebel and Pestalozzi.

Perhaps bearing these new trends in mind, it was decided to rebuild and re-organise the Infant School in Chapel Road. A new College trained teacher was to be engaged, the first at a Girls' or Infant School in Worthing. This new school was to be a memorial to William Davison and his work for education in the town.

The Davison Infant School was duly opened in July 1853 on a site next to the old building. A trained and certificated teacher was appointed and also an

Home and Colonial Society's Recommended Plan
for Infant School.

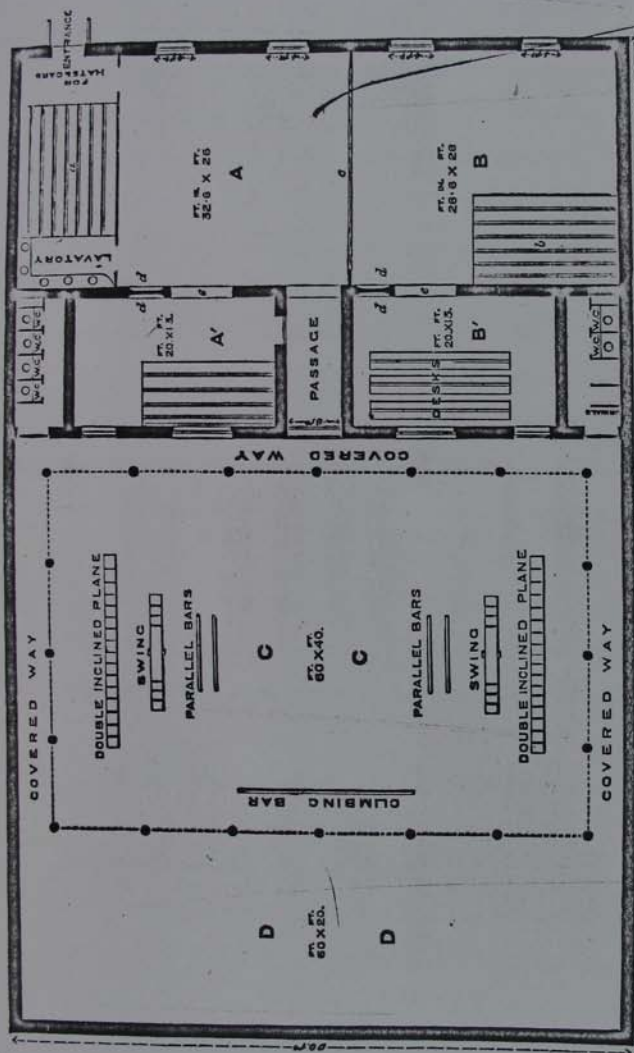


Figure 38 Plan of Model Infants' School, 1863 (with number of children, where given): (A) principal schoolroom, 155; (A') babies' room, 45; (a) gallery, upper section, 80; (B) Middle section; (B') upper section, classroom; (b) gallery, middle section, 75; (C) open playground; (c) curtain dividing the sections; (D) covered playground; (d) fireplaces; (e) large windows.

assistant teacher engaged (3) The new teacher came from the Home and Colonial Society College which was the only organisation in the Country specifically to train Infant Teachers. At this time their curriculum was based on the methods of Pestalozzi, the Swiss educator. In England his method was centred around the stimulation of the child's self-activity and the development of his physical, intellectual and moral growth. This emphasis on the individual child was a long way from the simultaneous chanting of the alphabet or multiplication tables which had gone on in earlier Infant Schools. The emphasis on physical growth led to the Home and Colonial Society developing special playground equipment. It included parallel bars, ropes and climbing frames. The Society offered advice to School Managers on the planning and equipping of new schools, and although it is not known if the Committee at Worthing sought or implemented their advice, descriptions of the layout of the new building are similar to Home and Colonial Recommendations. (4)

However, it does seem unlikely that they took their advice with regard to books and equipment, for a few years later a letter referring to the school states: (5)

"It is extremely interesting to have the different stages of education progress in the old books and old apparatus. All that Mr. Dunning (1) has ever told us about the history of education is exemplified here ..."

Perhaps the School Managers utilized some of the equipment from the old school. An appeal for funds for the Davison School was poorly subscribed. Several years after the opening of the School money was still owed to the builder (6)

(1) Mr. Dunning was Lecturer in Education at the Home and Colonial College.



*Playground of the Home and Colonial
Infant School Society, 1843*

from "The Educational Innovators" p.139.

The Annual Report and Accounts published by the Managers continually show expenditure exceeding income. By 1858 it was feared that the school would have to be closed. It was decided to hold a Summer Fete in order to try to raise money to pay off the deficit. This must have been very successful for the next Annual Report states that not only had the deficit been cleared, but enough money had been raised to enable more pupils to be taken on and now the original buildings were too small.(7) It was proposed to enlarge them and to increase the staff.

Shortly after these developments a new mistress was appointed to the school. Her name was Charlotte Mason and in later years she was to become very influential in the world of education. Now she was only just nineteen and she also had been trained at the Home and Colonial College, but she had not finished her course. It is not known why, but a colleague writing about her after her death believed it may have been because she could not afford the fees.(i) Financial reasons may well have been the cause of her leaving early because she was an orphan. From the little that is known of her family, it is believed her father lost his money in speculation in the late 1840's. Her mother was an invalid and during the 1850's both she and her husband died. (8)

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- (i) Actual fees were usually paid by the Government, but pupils had to provide money for their personal expenses, clothes etc. It is also suggested that her health was not strong enough for her to continue her studies, but considering that at Worthing she worked much longer hours, it would seem unlikely this was the reason, although she was ill a few years later.

If financial reasons had been the cause of her leaving College before taking her Certificate, her salary at Worthing must have made her feel fairly affluent. She was paid £42. per annum plus a lodging fee of £20.(9) Although this would not have allowed her to live in luxury, it would have given her financial independence.(i) Also, she was probably grateful that she had not been forced into becoming a governess as were many of her contemporaries. The most she could have then expected to earn was £25. per annum. (10)

Nevertheless, life in Worthing could not have been easy for her. As well as being responsible for the overall organisation of the School, including the supervision of other staff, she was responsible for the finances. Collecting the weekly pence was to be a continual difficulty. Many entries in the Log Book state children had forgotten to bring their money. Sometimes an assistant had to be sent to the children's homes to try to collect it. The fees for the Infant School remained at 2d. a week or less if there was more than one child attending. These fees were important, for once again expenditure was exceeding income, and when Charlotte Mason first worked at the School it received no grant from the Government. (ii) However she strove to remedy this and within a short time of her arrival the school qualified for the Government grants. This was not gained without difficulty. Many entries in the Log Book refer to the necessity of giving the children extra tuition in subjects in which it was feared they may fail

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- (i) The maximum salary paid to a teacher in London in 1865 was £65.
(ii) Under the Revised Code of 1860, schools which reached a certain standard received 2s.8d. per subject for every child who passed the annual examinations in Reading, Writing and Arithmetic. This system became known as "Payment by Results".

the Inspectors' Examination. But, success could only be achieved by neglecting some other aspect of schoolwork not specifically required by the Inspectors. To give extra time to reading or mental arithmetic meant that nature study or history was omitted from the curriculum. In consequence the curriculum became very narrow. This tendency to cram in certain subjects and to neglect others was precisely what was so vigorously attacked by the Payment by Results detractors. Matthew Arnold was perhaps the most well known of these.(11) Charlotte Mason also noted that in the week approaching the examinations the children became very unsettled and anxious.(12) Later in life she was to condemn excessive examinations and competition in schools. Perhaps we can see the foundation of this idea during her time in Worthing.

However, the School Inspector's visits were not the only worry Miss Mason had during her first years in Worthing. She had left College before taking her Certificate, but had arranged to continue her studies in the hope of passing her examination at the end of 1861. She corresponded with the College about her studies and the Principal visited her in Worthing to give her help and encouragement. She was often disheartened, and sometime in 1861 she wrote to a friend:(13)

"... Thank you for your advice respecting my studying. I will try to follow it as closely as possible, though as you will easily believe, studying for a Certificate after a hard day's teaching is not without its difficulties. With one hour's intermission I teach from 9 to 4..."

Soon she was to have even less time for studying. A letter

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Photograph of Charlotte Mason
taken during a holiday in
Ambleside 1864.

(PNEU. Collection)

she wrote a little later to the same friend states:(14)

"...We have recommenced our night school, and have a few fresh pupils..."

Nothing is known about this night school. If it was organised on similar lines to the one at the Boys' School it was probably held from six to eight o'clock each evening. It is not surprising therefore that she failed her examination at the end of 1861. She retok it a year later and this time was successful. She gained a First Class Certificate.

Her success in the examination not only meant that she was entitled to a substantial increase in salary but also enabled the School to get half her salary paid by the Government.(1) So now, although Miss Mason received £65. per annum in salary, the School Managers only had to find just over thirty, a saving of about ten pounds a year. This represented about 5% of the annual running cost of the School, so it was a very worthwhile saving.

In spite of all the work Miss Mason undertook during her first year or two at the school, she still had time to concern herself with other schemes. When she first came to Worthing she had been very concerned to find that there was no provision made for the education of lower middle class children, particularly girls. The Davison School itself catered for working class infants. They then went onto the Boys' and Girls' National Schools, but these only offered a very elementary education and anyway were only considered suitable for the children of the poor. The children of the more wealthy section of the population were educated at home or at private schools.

(1) This was a provision of the 'Revised Code of 1860', to encourage Schools to employ Qualified Teachers. It was estimated only 26% of Teachers had received training at Colleges (14)

In the vicinity of Worthing several Private and Grammar Schools existed for boys. The Cannon Woodard had started his schools at Lancing and Shoreham for the different grades of the middle class. (i) Steyning had its Grammar School, to which a bright child could gain an endowed scholarship. Various 'Academies' existed in Worthing with a wide range of fees. But little seemed to exist for girls whose parents wanted them to receive something more than the very elementary education offered by the National Schools. (ii) A very few private schools for girls did exist but their fees made them prohibitive to the vast majority and anyway their educational standard was often lower than those of the National Schools. (iii)

Miss Mason intended to remedy this situation. Perhaps the circumstances of her own parents made her particularly sensitive on this point. They had not been able to afford to send her to a private school, but she was too 'genteel' to go to a National one. Her parents had mainly educated her themselves. Her mother taught her to read using Aesop's Fables and Lord Chesterfield's 'Letters to his Son'. (15) Also Charlotte Mason believed that it was women who set the educational and cultural tone of a family. Therefore, if one gave girls a good education one was laying a better

(i) At Lancing itself there were two different schools, catering for the different grades within the middle class. They used separate Halls and paid different fees. Shoreham was a school for the 'sons of tradesmen'.

(ii) It has to be remembered that 'elementary education' in the 19th C referred to the standard of education, not the age range. It usually only offered the basic 3 R's plus Religious Instruction.

(iii) Often Private Schools' only recommendation was they were not so 'rough' as the National ones. The Taunton Commission (1850) was appalled by their educational standards.

foundation for the future generation.(1) Several of the letters she wrote during this period indicate that she felt that Worthing was sadly in need of such a scheme. A letter written in 1864 states:- (17)

...."The tone of intellect and feeling here is very low. The people want to be raised, forced, if need be, to a higher level. The tradespeople being almost the only class resident - and that is narrow, coarse and illiberal. Well dear, we know that if the young women of any district be elevated they will raise the rest. So, my work is by means of our school for the tradesmen's daughters to refine and cultivate the young women, and through them to help and teach, as I have said before....."

In her plans to open a school for girls she was supported by Miss Read, the daughter of the Rector of Broadwater, and together they persuaded the Committee who controlled the finances to agree to such a school being opened. This new school was in addition to the Infant School which Miss Mason still ran. It was known as a Middle School, the 'middle' reflecting the higher level of education offered by it.

It would seem at first it was held in one of the classrooms of the Infant School, but later the building was enlarged to accommodate it.(18)

(1) This idea is in many ways reflected in the 'sunken mother' theory of today. i.e. A child of a working class family whose father is poorly educated, is much more likely to achieve academic success if the mother attended Grammar School or came from a higher socio/economic group.

So the first school specifically in accordance with Charlotte Mason's educational philosophy was opened. Her aim was to 'give the daughters of the members of the lower middle class a thoroughly sound, practical English Education, such as will not be lost when their school life is ended, but will tend to make them intelligent and useful members of society'.(19) To this end she added Domestic Economy, Needlework (plain and fancy), drawing, singing, History and Geography to the usual syllabus of Reading, Writing, Arithmetic and Scripture.(20)

Religious Education was very important to her. She felt it must form the basis of all other education. Her own beliefs were very profound. Many of her surviving letters refer to God and to her conviction that she was called to do 'this work'. (i) In fact, shortly after the opening of the Worthing School she had been thinking of leaving to start a similar one in Bradford with a friend. However, she felt that God wanted her to continue her work in Worthing. Her friend set up the Bradford school under her written guidance, for it was to be modelled on the Worthing one.

In fact, it is from this correspondence between Mrs. Grovenham, her friend in Bradford, and Miss Mason that most idea of what the worthing School was like can be gleaned. Also, an early syllabus from the Bradford School has survived. (ii)

(i) See Appendix D

(ii) Mrs. Grovenham was at College with Miss Mason and they corresponded every week for sixty years. At Miss Mason's request most of the letters were destroyed at her death, but a few have survived and are in an uncatalogued collection at London University.

Junior Division.

Subjects of Instruction.

READING.	WRITING.
ARITHMETIC.	HISTORY.
GEOGRAPHY.	ENGLISH GRAMMAR.
	HOLY SCRIPTURE.
	VOCAL MUSIC.
	CHRISTIANITY.
	NEEDLEWORK—PLAIN AND FANCY.

Tuition Fees.	
Per Term	21 6s. 0d.
Per Annum	42 12s. 0d.

Preparatory Class.

Subjects of Instruction—

READING.	WRITING.
ARITHMETIC.	SCRIPTURE.
LESSONS ON COMMON OBJECTS.	NEEDLEWORK.

Tuition Fees.	
Per Term	20 15s. 0d.
Per Annum	42 5s. 0d.

The Bradford City Middle School was established in order to give the daughters of the members of the Society such a thoroughly sound, practical English Education, and as will not be lost when their school-life is ended, but will tend to make them intelligent and useful members of society.

Special attention is given to those subjects which will be of most practical use in after-life.

A careful religious training is made the groundwork of the education given.

The rate of payment has been fixed with a view to leave the School open to every member of the middle class, and at the same time to place it beyond the reach of those for whom other Schools are provided.

The School Year is divided into Three Terms—

- 1st.—From January to April.
- 2nd.—From April to August.
- 3rd.—From September to December.

Prospectus and Syllabus of
Bradford Middle School, c 1870.

Founded by Mrs Groveham with the
guidance of Charlotte Mason.

(Bradford Metropolitan Reference Library.)

PSB CM C336

In the prospectus and syllabus for the Bradford School it states that fees were to be fixed 'with a view to leave the School open to every member of the middle class, and at the same time to place it beyond the reach of those for whom other schools are provided.' The fees at Worthing were one guinea a quarter (22) so it would seem that this was in accord with the same principle. However, a man at the lower end of the middle class salary range would still have difficulty in finding such a sum.(1) The fees for the National Schools in Worthing were still 2d. a week so it was a considerable difference.

Despite the fees being considerably in excess of those of the National Schools, they did not meet the School's expenses. It still had to rely upon the grants made under the Revised Code. This meant, of course, that pupils had to be examined by Her Majesty's Inspectors once a year. From their reports which appear in the Log Book at the Davison School it seems as though there was little difficulty in reaching the required standard. Nevertheless, their visits were not an unmixed blessing. A requirement of the Revised Code was that teachers maintain a school diary or log-book. Their occasional entries were intended to give the Inspector a picture of the life of the school since his last visit. The keeping of the Log Book was a source

(1) The Statistical Department for the Registrar General's Office issued this budget for a clerk earning £200 p.a. in 1855 (21-)

Rent,Rates House Tax etc.	£31.	0	0
Food,cleaing materials,			
Fuel...	100	0	0
Servant	8	0	0
Clothing,Wife,Self,2 children	32	0	0
Miscellaneous	12	0	0
Pew rents,insurance,			
excursions.....	25	0	0
	<u>188</u>	<u>0</u>	<u>0</u>

of trouble to many teachers, as it was to Miss Mason.(23) Presumably after teaching all day long, sometimes until eight o'clock in the evening, it just got left unwritten. Several times there were deductions from the Annual Grant for this omission. The warning was given that "the Log Book must be kept for the future with greater care, or the Grant may be entirely withheld". Happily this was never to be so, and most years between £80 and £100 was received.

In spite of being irregularly written up, the Log Book does give us some information about the School and its organisation. Unlike the schools in the first half of the century, it was not run on the monitorial system. Lessons were not 'passed on' by child monitors or, as later developed, with the whole school being given a 'simultaneous lesson'. The trend towards College trained teachers had led to more emphasis being placed on the individual child and schools being divided into separate classes. At Davison there were four of these, each under the control of a different teacher.(24) Two of the classes were in separate rooms and two shared one large one, which was divided by a wooden screen. Miss Mason usually took the top class. She had three other staff; two assistant teachers and one pupil teacher. Each took one class. In 1866 there were 161 children on the Register so each class must have held about forty children if they were all present. But, as in the early years of the century, attendance was a problem. It is unlikely that

all the children on the Register attended at any one time. Indeed, one entry in the Log Book tells us "Younger children often stay away for months together - see no way of remedying this evil" and another "weather very wet - three forths of the children absent". Also, there is the usual problem of the older girls staying home in the Summer to help their mothers with the visitors. In the winter the School was so cold the children were kept at home. Miss Mason requested extra coal so they could light the schoolroom fires more often, but this request was turned down by the Managers.(25)

As already mentioned, the Girls School was staffed by Charlotte Mason - the mistress - two Assistant Mistresses and a pupil teacher. The Assistants were probably College Trained girls who wanted to gain experience before applying for a post as 'mistress'. However, they may also have been girls who had left College without gaining their Certificate but who hoped to take it later, as Miss Mason herself had done. The Pupil-teacher would have been a girl aged between 13 and 18 who was waiting until she was old enough to go to Training College.

The Pupil Teacher system had risen out of the decay of the Monitorial System. Although it was realised that child monitors were not satisfactory, some method had to be evolved which would encourage children to stay at school past the usual leaving age of 11 to 13 until they could go to College to train as Certificated Teachers. The

answer to this problem was the Pupil-Teacher system. It was inaugurated in 1846 and ultimately it was to increase the flow of trained teachers into elementary schools. However, it also provided a cheap source of "teachers" without which many schools could not have survived.(i) At the Davison School, as in many others, the pupil teacher took the youngest class. She would have been very little older than the pupils in the classes higher up the school. It is likely that Miss Mason did not really like the system and only used it because it was financially necessary. Many times she wrote of the desirability of employing fully qualified teachers, and even while she was still at Davison she wrote of a scheme she had in mind to upgrade the teaching profession. She felt that many existing teachers were not suitably qualified and that they should be gradually eased out of the profession and replaced by more adequately trained staff.(26) At Davison she could have engaged up to four pupil teachers on the strength of the numbers on the Register, but at no time did she employ more than one.(ii)

Although, as already mentioned, the Log Book at the Davison School was criticised by the Inspectors for not being properly written up, a surprising amount of information can be gleaned from it. One interesting mention is a reference

(i) Pupil Teachers were paid between £10. and £20 per annum
 Assistant Teachers £40 - £60
 Mistresses 60 - £90

(ii) Mistresses were allowed one Pupil Teacher to every 25 pupils on the register upto maximum 4.

to new books which were given to the children. This reference shows the change in teaching methods which had evolved over the years. In the early years of the century books had been few and far between in schools, and it was certainly not general policy to give books to the children. A minute of the National Society read: "When a grant of Books is made to a School, it is not intended that they be given to the Children, but they may be lent to the most deserving Pupils".(27) Reading was usually taught from large printed texts hung on the wall. Often the only printed book used by the pupil was the Bible. However, the introduction of the "payment by results" system and the more general employment of trained teachers led to more emphasis on the individual child. In order to gain a grant under the Revised Code each child had to learn to read. This led to more individual reading primers being published, and in turn to other individual books on geography, history, etc. Charlotte Mason was very concerned with the content of these books. She felt that many of them were of very poor quality. As will be discussed in the next chapter, this was to lead her to write several childrens' textbooks herself a few years later.

Towards the end of Charlotte Mason's time at the Davison School, the 1870 Elementary Education Act was passed. This Act did not supercede Voluntary Schools such as the Davison Infant School, but it did pose a

threat to them. The aim of the Act was to provide school accommodation "for all the children resident in such district for whose elementary education efficient and suitable provision is not otherwise made". If there were not sufficient places at Voluntary Schools in the district, a School Board would be set up which would provide its own schools - thus providing a rival, an undenominational rival. Alternatively, the School Board could take over existing Voluntary Schools and enlarge or re-organise them as they saw fit. Obviously, this was a threat to the Church Schools such as Davisons, who placed great importance on the Religious side of their curriculum. Once more throughout Worthing an effort was made to raise funds to enlarge and improve the various schools to ensure that there were sufficient places for the child population. Once more the fund raising was successful. Enough places were established and it was to be many years before a School Board was to be set up in the town. (28)

However, by this time the work of Charlotte Mason and her schools in Worthing were getting quite well known. There was a constant stream of visitors to the school (29) and she was in correspondence with various educationalists of the day. In 1873 the Bishop Otter College at Chichester was re-opened. The aims of the College were very much in line with her own thinking on teaching and teacher training. The College specifically hoped to attract a better class of women

into the profession. This is precisely what Miss Mason thought was needed.(30) In October 1873 she started to lecture one day a week at the College, the School Managers giving her leave of absence. At the beginning of the new year she accepted the full-time position as lecturer in education, hygiene and physiology and Mistress of Method in the practising school.(31)

Davison School certainly seems to have missed her organising and teaching talents. Once again it began to decline and fears were expressed that it would have to be closed. The 'Middle School' as such ^{was} not long to survive her leaving. However, this belongs in the next chapter. Nevertheless, it is notable that one personality seems to have been able to make a school into a viable concern where others had failed. Just as William Davison had kept the earlier schools going, which after his death declined, so Davison School declined after Charlotte Mason left.

It is also interesting that once again the period of one person's influence should co-incide with a historically definable period in education. When Charlotte Mason came to the School, qualified teachers were in the minority, when she left they were not. Schools for lower middle class children, practically non-existent before 1860 were to grow enormously in the last few decades of the century. In this she was a pioneer. She was to be directly concerned with the establishment of nearly 100 schools based on much the same principles as the Girls School at Worthing - "to provide a practical English Education which will not be lost when their school life is ended! Although the school has undergone many changes since Miss Mason's time, presumably this must still be one of their aims.

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CHAPTER 4

After 1874 : part 1 -Charlotte Mason.

As discussed in the previous chapter, Charlotte Mason left the Davison Schools at the end of 1873 to take a teaching post at Bishop Otter College. She was to remain there for four years after which her professional life diverged in several directions. She wrote over twenty books, ranging from children's text books, to a life of Jesus Christ in verse, to philosophical studies on education and personality. She founded the Parents' Educational Union (later the PNEU)(i) This organisation started to 'study the laws of education as they bear on the bodily development, the moral training, the intellectual life and the religious upbringing of children'(1) was to found many schools and a teachers training college at Ambleside. Charlotte Mason set up movements based on her principles in countries as far away as Japan and India, and as near to home as Germany and Denmark. In addition she started what must have been one of the first correspondence courses, complete with monthly questions and annual examinations. She lectured on her methods and philosophy to many distinguished audiences including the first International Congress on Moral Education(ii). When she died in 1923 over 40,000 children had been taught by her methods in private or Local Authority schools. It is interesting to see the germ of many of these future developments

(i) The Parents National Educational Union.

(ii) Held in London 1905. Attended by leading educationalists from many countries. Chaired by British Secretary for Education.

in her work at Worthing. Also, although some of her actual teaching methods would today be considered old fashioned and unacceptable⁽¹⁾ behind these methods lie ideas still at the centre of much current educational practice.

Charlotte Mason believed that the child was an individual and should be treated as such. Also, she came to the conclusion while working in Worthing that "children are persons and are therefore moved by the same springs of conduct as their elders." (2) Children, she believed, would be motivated to learn if the curriculum was based on their view of reality. Much more use should be made of the child's own environment if learning is to be valid for the child. In practical terms this meant that nature study, history and geography would be taught much more effectively if based on local practical activity and knowledge. She also thought that the child's home background should be taken into consideration. She felt that the classical education received in the grammar and private schools was not rational for many children, especially those of working class origin. Moreover, early specialization in such schools did not allow for individual development. She wrote: (3)

"We feed the children on the dogmas of a Church,
the theorems of Euclid, mere abstracts of history,

(1) "Narration" was an important part of the Charlotte Mason teaching method. The child had to read a passage from a book once and 'narrate' it. However, this was not supposed to be just a verbatim report. It was an exercise in concentration and comprehension. Ideally, the child should be able to discuss and debate the passage after reading it once!

and we wonder that their education does not seem to take hold of them.....One of our presumptuous sins in this connection is that we venture to offer opinions to children instead of ideas....The mind feeds on ideas and therefore children should have a generous curriculum."

Today, of course, such a concept of education would not be unusual. But, in the late or mid-Victorian era it was quite radical. In an age when education was still believed to be for the inculcation of ideas suitable to one's station in life, when 'chalk and talk' was the usual method of instruction, the suggestion that children should be encouraged to express their own ideas was far from normal educational practice. (i) It was because her ideas were not in accord with the then current educational thought that she set up her own schools and teacher training college. In these her ideas could be put into practice. Moreover, in order to preserve the independence of her ideas and educational principles she delayed seeking Government recognition of the College and most of her schools had to stay in the private sector of education.(ii)

As previously discussed, while in Worthing she had started her first school specifically for a section of

(i) In an undated letter from Worthing to Mrs. Grovenham, Miss Mason says "Children are often taught by the weary chalk and talk which is made to stand for education. We are all aware of its futility..."

Today, of course, chalk and talk is still used to describe a method of teaching where the teacher stands in front of the class talking, the children only sit and listen.

(ii) Miss Mason frequently considered getting the College recognised by the Board of Education in order that her Certificate would qualify students to teach in public elementary schools. but felt "if you wish to enter the machine you must fit into the cogs".

children neglected by the contemporary educational system. These were lower middle class girls. How much she made her curriculum relevant to them is not known, unless one sees the inclusion of Domestic Economy as significant, but it would appear likely that her teaching methods already were based on her theories of discussion^{and}/of ideas. They certainly must have been unusual for the period. The Log Book at Davison School states "The new scholars in the Girls' School having come from private schools find the style of teaching strange." and a little later in July 1864 she writes "The Rev. W. Read gave the girls a lesson whose object was to teach them to think. They certainly need it". She also wrote: "I think a teachers work should rather be that of a tutor(reading with older students) sympathetic co-operation is the chief thing...".

As we can see, while at Worthing she had started to develop her own individual style. At Bradford, which she was to move to in 1878 after leaving the Bishop Otter College, her teaching work was to expand in another direction. It has already been discussed how Miss Mason, even while still at Worthing, had felt that women were the greatest influence on culture and education within the home. At Bradford she came to the conclusion that not only should girls be given a good education, but that parents should be given advice on how to bring up their children. (1) The idea had been formulating in her mind for sometime. The opportunity came to put it into practice when she was asked to give a series of lectures to raise money for a new church hall.

(1) This idea arose out of 'visiting' she did for the local Vicar to poor homes in the slums of Bradford. (4)